INDEX

JOURNAL OF TEACHER EDUCATION

VOLUME 47

AUTHOR INDEX

Barnes, D., The Union of Technology, Constructivism, and Teacher Education. May-June, 205-212.

Blanton, W., Structuring Telecommunications to Create Instructional Conversation About Student Teaching. May-June, 175-183.

Bliss, T., Common Thread Case Project: Developing Associations of Experienced and Novice Educators Through Technology. May-June, 185-190.

Breitborde, M. L., Creating Community in the Classroom: Modeling 'New Basic Skills' in Teacher Education. November-December, 367-374.

Brooker, R., The Rhetoric and the Reality of the Promotion of Reflection During Practice Teaching: An Australian Case Study. March-April, 99-109.

Bull, K., Portfolio Assessment in Teacher Education: Impact on Preservice Teachers' Knowledge and Attitudes. September-October, 245-252.

Button, K., Enabling School-University Collaborative Research: Lessons Learned in Professional Development Schools. January-February, 16-20.

Carroll, J. A., Learnings From Three Years of Portfolio Use in Teacher Education. September-October, 253-263.

Chance, L., Fostering Sensitivity to Diverse Cultures Through an Early Field Experience Collaborative. November-December, 386-389.

Clift, R. T., Telecommunication, Student Teaching, and Methods Instruction: An Exploratory Investigation. May-June, 165-174.

Cole, D. B., Teaching Content Knowledge and Pedagogical Content Knowledge: A Model From Geographic Education. January-February, 37-42.

Cooper, S. B., Case Studies of Teacher Education Students in a Field-Based and a University-Based Elementary Mathematics Methods Course. March-April, 139-146.

Daniel, P., Helping Beginning Teachers Link Theory to Practice: An Interactive Multimedia Environment for Mathematics and Science Teacher Preparation. May-June, 197-204.

de Acosta, M., A FoundationalApproach to Preparing Teachers for Family and Community Involvement in Children's Education. January-February, 9-15.

Dollase, R. H., The Vermont Experience in State-Mandated Portfolio Program Approval. March-April, 85-98.

Emery, W. G., Teachers' Critical Reflections Through 'Expert' Talk. March-April, 110-119

Fischetti, J., Professional Development Schools: Persisting Questions and Lessons Learned. September-October, 292-299.

French, N. K., Connecting Teachers and Families: Using the Family as the Lab. November-December, 335-346.

Fulwiler, L., A Beggar in Both Worlds: A Supervisor in the Schools and the University. January-February, 21-26.

Hatfield, M., Using Multimedia in Preservice Education. May-June, 223-228.

Hill, R., A Process for Initiating Change: Developing Technology Goals for a College of Education. September-October, 300-306.

Huber, T., Learnings From Three Years of Portfolio Use in Teacher Education. September-October, 253-263.

Hulsebosch, P., Preparing Teachers to Work With Children of Gay and Lesbian Parents. November-December, 347-354.

Jelmberg, J., College-Based Teacher Education Versus State-Sponsored Alternative Programs. January-February, 60-66.

Johnson, M. J., Enabling School-University Collaborative Research: Lessons Learned in Profes-

sional Development Schools. January-February, 16-20.
Jones, G. A., Enhanced Pedagogical Knowledge and Reflective Analysis in Elementary Mathematics Teacher Education. September-October, 271-283.
Jones, M. G., '*Hands-On*': Science Education Reform. November-December, 375-385.
Koerner, M. E., Preparing Teachers to Work With Children of Gay and Lesbian Parents. November-December, 347-354.
Krause, S., Portfolios in Teacher Education: Effects of Instruction on Preservice Teachers' Early Comprehension of the Portfolio Process. March-April, 130-138.
Langrall, C. W., Enhanced Pedagogical Knowledge and Reflective Analysis in Elementary Mathematics Teacher Education. September-October, 271-283.
Levesque, J., Service Learning Connections. November-December, 325-334.
Little, W., Establishing Instructional Technology Benchmarks for Teacher Preparation Programs. May-June, 213-222.
Malone, J. A., Enhanced Pedagogical Knowledge and Reflective Analysis in Elementary Mathematics Teacher Education. September-October, 271-283.
Mason, T. C., Integrated Curricula: Potential and Problems. September-October, 263-270.
Mazur, J., Common Thread Case Project: Developing Associations of Experienced and Novice Educators Through Technology. May-June, 185-190.
McDevitt, M., A Virtual View: Classroom Observations at a Distance. May-June, 191-195.
Metcalf-Turner, P., Professional Development Schools: Persisting Questions and Lessons Learned. September-October, 292-299.
Mokhtari, K., Portfolio Assessment in Teacher Education: Impact on Preservice Teachers' Knowledge and Attitudes. September-October, 245-252.
Montgomery, D., Portfolio Assessment in Teacher Education: Impact on Preservice Teachers' Knowledge and Attitudes. September-October, 245-252.
Morris, V. G., Fostering Sensitivity to Diverse Cultures Through an Early Field Experience Collaborative. November-December, 386-389.
Nicaise, M., The Union of Technology, Constructivism, and Teacher Education. May-June, 205-212.
Northrup, P. T., Establishing Instructional Technology Benchmarks for Teacher Preparation Programs. May-June, 213-222.
O'Donoghue, T. A., The Rhetoric and the Reality of the Promotion of Reflection During Practice Teaching: An Australian Case Study. March-April, 99-109.
Ormrod, J. E., Teaching Content Knowledge and Pedagogical Content Knowledge: A Model From Geographic Education. January-February, 37-42.
Pepi, D., The Emperor's New Clothes: A Critical Look at Our Appetite for Computer Technology. May-June, 229-236.
Ponticell, J., Enabling School-University Collaborative Research: Lessons Learned in Professional Development Schools. January-February, 16-20.
Potthoff, D., Learnings From Three Years of Portfolio Use in Teacher Education. September-October, 253-262.
Pratt, D., The Use of Biodata in Admissions to Teacher Education. January-February, 43-52.
Prosser, T., Service Learning Connections. November-December, 325-334.
Pultorak, E. G., Following the Developmental Process of Reflection in Novice Teachers: Three Years of Investigation. September-October, 283-291.
Rakes, S., Fostering Sensitivity to Diverse Cultures Through an Early Field Experience Collaborative. November-December, 386-389.
Roskos, K., When Two Heads Are Better Than One: Beginning Teachers' Planning Processes in an Integrated Instruction Planning Task. March-April, 120-129.
Scheurman, G., The Emperor's New Clothes: A Critical Look at Our Appetite for Computer Technology. May-June, 229-236.
Schlagal, B., Structuring Telecommunications to Create Instructional Conversations About Student Teaching. May-June, 175-183.
Smith, H. A., The Use of Biodata in Admissions to Teacher Education. January-February, 43-52.
Somers, J. A., A Process for Initiating Change: Developing Technology Goals for a College of Education. September-October, 300-306.

Stanulis, R. N., Negotiating Preparation and Practice: Student Teaching in the Middle. January-February, 27-36.
Sugimoto, T., Telecommunication, Student Teaching, and Methods Instruction: An Exploratory Investigation. May-June, 165-174.
Thomas, L., Telecommunication, Student Teaching, and Methods Instruction: An Exploratory Investigation. May-June, 165-174.
Thornton, C., Enhanced Pedagogical Knowledge and Reflective Analysis in Elementary Mathematics Teacher Education. September-October, 271-283.
Trathan, W., Structuring Telecommunications to Create Instructional Conversation About Student Teaching. May-June, 175-183.
Vesilind, E. M., '*Hands-On*': Science Education Reform. November-December, 375-385.
Weaver, D., Negotiating Preparation and Practice: Student Teaching in the Middle. January-February, 27-36.
Welch, M., Teacher Education and the Neglected Diversity: Preparing Educators to Teach Students With Disabilities. November-December, 355-366.
Wilson, J. D., An Evaluation of the Field Experiences of the Innovative Model for the Preparation of Elementary Teachers for Science, Mathematics, and Technology. January-February, 53-59.
Yellin, D., Portfolio Assessment in Teacher Education: Impact on Preservice Teachers' Knowledge and Attitudes. September-October, 245-252.

TITLE INDEX

A Beggar in Both Worlds: A Supervisor in the Schools and the University. January-February, 21-26.
Case Studies of Teacher Education Students in a Field-Based and a University-Based Elementary Mathematics Methods Course. March-April, 139-146.
College-Based Teacher Education Versus State-Sponsored Alternative Programs. January-February, 60-66.
Common Thread Case Project: Developing Associations of Experienced and Novice Educators Through Technology. May-June, 185-190.
Connecting Teachers and Families: Using the Family as the Lab. November-December, 335-346.
Creating Community in the Classroom: Modeling 'New Basic Skills' in Teacher Education. November-December, 367-374.
The Emperor's New Clothes: A Critical Look at Our Appetite for Computer Technology. May-June, 229-236.
Enabling School-University Collaborative Research: Lessons Learned in Professional Development Schools. January-February, 16-20.
Enhanced Pedagogical Knowledge and Reflective Analysis in Elementary Mathematics Teacher Education. September-October, 271-283.
Establishing Instructional Technology Benchmarks for Teacher Preparation Programs. May-June, 213-222.
An Evaluation of the Field Experiences of the Innovative Model for the Preparation of Elementary Teachers for Science, Mathematics, and Technology. January-February, 53-59.
Following the Developmental Process of Reflection in Novice Teachers: Three Years of Investigation. September-October, 283-291.
Fostering Sensitivity to Diverse Cultures Through an Early Field Experience Collaborative. November-December, 386-389.
A Foundational Approach to Preparing Teachers for Family and Community Involvement in Children's Education. January-February, 9-15.
'*Hands-On*': Science Education Reform. November-December, 375-385.
Helping Beginning Teachers Link Theory to Practice: An Interactive Multimedia Environment for Mathematics and Science Teacher Preparation. May-June, 197-204.
Integrated Curricula: Potential and Problems. September-October, 263-270.
Learnings From Three Years of Portfolio Use in Teacher Education. September-October, 253-262.
Negotiating Preparation and Practice: Student Teaching in the Middle. January-February, 27-36.
Portfolio Assessment in Teacher Education: Impact on Preservice Teachers' Knowledge and Attitudes. September-October, 245-252.
Portfolios in Teacher Education: Effects of Instruction on Preservice Teachers' Early

Comprehension of the Portfolio Process. March-April, 130-138.
Preparing Teachers to Work With Children of Gay and Lesbian Parents. November-December, 347-354.
A Process for Initiating Change: Developing Technology Goals for a College of Education. September-October, 300-306.
Professional Development Schools: Persisting Questions and Lessons Learned. September-October, 292-299.
The Rhetoric and the Reality of the Promotion of Reflection During Practice Teaching: An Australian Case Study. March-April, 99-109.
Service Learning Connections. November-December, 325-334.
Structuring Telecommunications to Create Instructional Conversations About Student Teaching. May-June, 175-183.
Teacher Education and the Neglected Diversity: Preparing Educators to Teach Students With Disabilities. November-December, 355-366.
Teachers' Critical Reflection Through Expert Talk. March-April, 110-119.
Teaching Content Knowledge and Pedagogical Content Knowledge: A Model From Geographic Education. January-February, 37-42.
Telecommunication, Student Teaching, and Methods Instruction: An Exploratory Investigation. May-June, 165-174.
The Union of Technology, Constructivism, and Teacher Education. May-June, 205-212.
The Use of Biodata in Admissions to Teacher Education. January-February, 43-52.
Using Multimedia in Preservice Education. May-June, 223-228.
The Vermont Experience in State-Mandated Portfolio Program Approval. March-April, 85-94.
A Virtual View: Classroom Observations at a Distance. May-June, 191-196.
When Two Heads Are Better Than One: Beginning Teachers' Planning Processes in an Integrated Instruction Planning Task. March-April, 120-129.

BOOK REVIEW AUTHORS

Gideonse, H. D., Holmes Group III: Responsible in Goals, Remiss in Practicalities. March-April, 147-152. (Review of *Tomorrow's Schools of Education*, The Holmes Group).
Lasley, T., On Mentoring: What Makes So Few So Special? September-October, 307-309. (Review of *Teachers and Mentors: Profiles of Distinguished 20th Century Professors of Education*, by C. Kridel, R. V. Bullough, & P. Shaker).
Lundeberg, M. A., Inside-Outside: A Collaborative Review. January-February, 67-69. (Review of *Inside-Outside: Teacher Research and Knowledge*, by M. Cochran-Smith & S. Lytle).
Nistler, R., Basal Readers: Taking Sides. January-February, 70-73. (Review of *Basal Readers: A Second Look*, by P. Shannon & K. Goodman).
Sapon-Shevin,. M. To Teach With Renewed Vision. March-April, 153-156. (Review of *To Teach: Journey of a Teacher*, by W. Ayers).
Stedtfeld, M. E., Inside-Outside: A Collaborative Review. January-February, 67-69. (Review of *Inside-Outside: Teacher Research and Knowledge*, by M. Cochran-Smith & S. Lytle).
Sutton, R. Advancing the Knowledge Base: Diversity and Teacher Education. September-October, 310-311. (Review of *Teaching Diverse Populations: Formulating a Knowledge Base*, by E. R. Hollins, J. E. King, & W. C. Hayman)

BOOKS REVIEWED

Ayers, W. (1993). *To Teach: Journey of a Teacher*. New York: Teachers College Press. March-April, 153-156.
Cochran-Smith, M., & Lytle, S. *Inside/Outside: Teacher Research and Knowledge*. New York: Teachers College Press. January-February, 67-69.
Hollins, E. R., King, J. E., & Hayman, W. C. (Eds.). *Teaching Diverse Populations: Formulating a Knowledge Base*. Albany, NY: State University of New York Press. September-October, 310-314.
Holmes Group. (1995). *Tomorrow's Schools of Education*. East Lansing, MI: The Holmes Group. March-April, 147-152.
Kridel, C., Bullough, R. V., & Shaker, P. (Eds.). *Teachers and Mentors: Profiles of Distinguished 20th Century Professors of Education*. New York & London: Garland. September-October, 307-309.
Shannon, P. & Goodman, K. (Eds.). (1994). *Basal Readers: A Second Look*. Katonah, NY: Richard C. Owen. January-February, 70-73.